**Lingva In-house Workshop 27, March 2018.**

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**We Love Lego**®

**Level:** Primary A1.c

This lesson plan is for two 45-minute classes

**Aims:** Consolidate animal vocabulary and giving directions by writing a story, use multimedia, Lego® and TPR to increase the learning motivation and establish a positive attitude towards English

**Resources:** [www.youtube.com](http://www.youtube.com), [www.eslgamesplus.com](http://www.eslgamesplus.com), animal flashcards, Lego blocks – LEGO® StoryStarter and LEGO® Story Visualiser programme

**Procedure:**

**Warm Up:** Flashcard games

Step 1: **Word Anagram** – T mixes the letters of the word animals and Ss try to guess the word (MILANAS-ANIMALS)

Step 2: **Seek and Find** – T prepares animal flashcards, two or three volunteers hide them wherever they like within the classroom, the rest of the students try to find them and name the animals on the cards. It’s a competition game and the winner is the student with the biggest collection of the cards.

Step 3: **Run and Touch –** T puts animal flashcards in different places in the classroom, mostly on the walls, the door, the board. As T says an animal, Ss should run and touch the appropriate flashcard.

**Lead-in:** Multimedia

Step 1: **Zoo Animals ESL Vocabulary Interactive Game - Canon Valley**, an interactive activity done in groups on the IWB board. (This activity is taken from [www.eslgamesplus.com](http://www.eslgamesplus.com))

After this, T asks Ss about their favourite animals in a zoo.

Step 2: **Animals for Kids and Mr. Sun**, a video about zoo animals. (This activity is taken from [www.youtube.com](http://www.youtube.com))

T puts various animal flashcards on the table, Ss watch the video and grab the cards with the animals the see in the video as quickly as possible. It’s a competition game, the winner is the student with the largest number of the flashcards.

T plays the video again, Ss sing, dance and imitate the animals.

These activities can be extended by doing **Picasso Dictation** on the board when Ss in groups compete in drawing the animals T says, they should draw them quickly and correctly

Step 3: **Giving Directions Revision**

T mentions different directions (go straight on, turn right, turn left, stop) and Ss demonstrate them by using their arms and the whole body. Who makes a mistake, he’s out of the game.

T hides some candies and organises Ss into two groups, each should agree on their representative whose task is to give them directions to find the candies. The group that finds them first is the winner and they get the candies.

**Main Part:**

Step 1: **Make a Story**

Ss use their own ideas and write stories, they use animals as the main characters and they include giving directions vocabulary.

Step 2: **Build your Story**

Ss use Lego blocks to build their stories and write them in the programme using the photos

**Follow-up:** Ss present their stories

**Wrap-up:** Ss vote for the best story

The stories Ss made: A cat hunting a mouse, a dog searching for a bone, a love story between two elephants (Sivko and Sally), which won the first prize on YALS Multimedia Competition last year.

**Compare, Compare**

**Level:** Primary A2.c

This lesson plan is for two 60-minute classes

**Aims:** Consolidate comparatives and superlatives by comparing various people, animals, things, use multimedia to increase the learning motivation and establish a positive attitude towards English

**Resources:** [www.eslgamesplus.com](http://www.eslgamesplus.com), [www.learnenglishkids.britishcouncil.org](http://www.learnenglishkids.britishcouncil.org), [www.edu.glogster.com](http://www.edu.glogster.com).

**Procedure:**

**Warm Up:** Multimedia

Step 1: **Comparatives, Superlatives, Wild, Zoo Animals, Vocabulary, Grammar Interactive Monkey Fun Activity**

(This activity is taken from [www.eslgamesplus.com](http://www.eslgamesplus.com))

This activity is interactive and Ss do this on the IWB

Step 2: **Record Breakers** (This activity is taken from [www.learnenglishkids.britishcouncil.org](http://www.learnenglishkids.britishcouncil.org))

Ss listen to the song and watch the video for the gist task (What record breakers are mentioned in the song?)

Ss are given cards with various words that appear in the song (such as the smallest/ tallest/ fastest/ highest/ deepest/ steepest/ widest), they listen to the song again and they should stand up when they hear their word and sit down again

Ss do the interactive activity about the song on the website

These activities could be extended by using the handout that follows the video and that can be found on the website

**Lead-in:** Games

Step 1: **Board Dictation**

Ss are divided into two groups and they compete in writing words on the board, they should write them correctly and quickly, the words are different adjectives for describing appearance and personality and they are from their course books (such as talkative, shy, fit, tall, strong, generous, beautiful, old, etc.)

Step 2: **X/O Game**

Ss play the game in two groups (X and O), they choose numbers of places from 1 to 9, each number is a different task for them, they should make comparatives or superlatives of given adjectives

**Main Part:**

Step 1: **Speaking**

Ss make sentences about each other, they just describe a person by using comparatives or superlatives, the rest of the students should guess the names (e.g. He’s the best at English/She’s more hard-working than…)

Step 2: **Compare Famous People**

Ss in pairs and groups choose some famous people to compare and write about them, they search the Internet for further information and photos

Step 3: **Project Time**

Ss make multimedia posters (The posters are made on [www.glogster.com](http://www.glogster.com))

**Follow-up:** Ss present their projects

**Wrap-up:** Ss vote for the best project